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EUROPEAN LANDSCAPE CONVENTION

CEP-CDCPP

8th COUNCIL OF EUROPE CONFERENCE ON THE EUROPEAN LANDSCAPE CONVENTION

*Conference organised under the auspices of the Belgian Chairmanship of
the Committee of Ministers of the Council of Europe*

LANDSCAPE CULTURE:

HIGHER EDUCATION

Council of Europe
Palais de l'Europe, Strasbourg
18-20 March 2015

*Document of the Secretariat General of the Council of Europe
Directorate of Democratic Governance*

Summary

The European Landscape Convention and the Recommendation CM/Rec(2008)3 of the Committee of Ministers to member States on the guidelines for the implementation of the European Landscape Convention states:

European Landscape Convention

“B. ... and education

Each Party undertakes to promote: ...

c. school and university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning.” (Article 6 of the European Landscape Convention – Specific measures)

Recommendation CM/Rec(2008)3 of the Committee of Ministers to member states on the guidelines for the implementation of the European Landscape Convention

“D. Education

While schools in certain states already offer landscape training, such training should be strengthened so as to develop children’s sensitivity to questions which they are likely to experience when looking at the quality of their surroundings. Furthermore, this is a way of reaching a population through the family.

This can come about through education in several disciplines, whether geography, history, the natural sciences, economics, literature, arts, architecture or engineering disciplines, or civics education.

School curricula at various levels should foster an awareness of landscape themes through learning to read landscapes and through sensitisation to relations between cadre de vie and landscape, to relations between ecology and landscape problems and to social and economic questions.

Landscape constitutes a teaching resource because, when reading it, pupils are brought face to face with visible signs of their surroundings that relate to spatial-planning issues. Landscape reading also makes it possible to understand current and historical approaches to landscape production as an expression of a community’s identity.”

The Conference is invited to:

- consider the draft Recommendation on promoting landscape in higher education, prepared by the Secretariat of the Council of Europe on the basis of a proposal of Mr Juan Manuel Palerm Salazar, Professor of architecture, President of UNISCAPE and Director of the Landscape Observatory of the Canary Islands;
- decide to continue the work.

**Draft Recommendation CM/Rec(2015)...
of the Committee of Ministers to member States
on promoting landscape education in higher education**

*(Adopted by the Committee of Ministers on ...
at the ...th meeting of the Ministers' Deputies)*

The Committee of Ministers of the Council of Europe, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Having regard to the European Landscape Convention (ETS No. 176), adopted by the Committee of Ministers of the Council of Europe on 19 July 2000, opened to member States for signature in Florence on 20 October 2000 and entered into force on 1 March 2004;

Concerned to achieve sustainable development based on a balanced and harmonious relationship between environment, social needs, culture and economic activity, for a better quality of life;

Noting that landscape has an important public interest role in the cultural, ecological, environmental and social fields, and that it constitutes a resource favourable to economic activity whose protection, management and planning can contribute to job creation;

Aware that landscape contributes to the formation of local and regional cultures and that it is a basic component of European natural and cultural heritage, contributing to human well-being and consolidation of the European identity;

Acknowledging that landscape is an important part of the quality of life for people everywhere: both in urban and rural areas, in high quality or in degraded areas, in areas recognised as being of outstanding beauty and in everyday areas;

Noting that developments in agriculture, forestry, industrial and mineral production techniques, the expansion of urban areas and of infrastructure networks, the increase in transport, tourism and recreation activities and, at a more general level, changes in the world economy are in many cases accelerating the transformation of landscapes;

Wishing to respond to the public's demand to enjoy high-quality landscapes and to play an active part in the management of landscapes;

Believing that the landscape is a key element of individual and social well-being and that its protection, management and planning entail rights and responsibilities for everyone;

Acknowledging that the quality and diversity of European landscapes constitute a common resource, and that it is important to co-operate towards its protection, management and planning;

Considering the aims of the European Landscape Convention and wishing to encourage its implementation;

Referring to Article 6.B of the European Landscape Convention on specific measures for training and education, which states that “Each Party undertakes to promote: [...] school and university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning”;

Recalling the principles laid out in the Recommendation CM/Rec(2008)3 of the Committee of Ministers to member States on the guidelines for the implementation of the European Landscape Convention, regarding how school curricula should foster awareness of and sensitivity to landscape;

Recommends that the governments of member States Parties to the European Landscape Convention adopt legislative, regulatory, administrative, financial and other appropriate measures to promote landscape in higher education, in accordance with the principles set out in the appendix to this recommendation.

Appendix to Recommendation CM/Rec(2015)...

Preamble

Landscape is a living space characterised by a huge diversity of cultural and natural heritage values. It is constantly evolving, assimilating new societal demands into the inherited tangible and intangible patterns, structures and functions. The increasing dynamics in our globalised world and the associated impact of societal developments on the landscape require a well-focussed knowledge management. Higher education has a key role in translating the available knowledge into capacities and competences for the future managers and designers of the landscape to translate this requirement into transdisciplinary approaches to analysis, diagnosis, design and management of the landscape.

Article 6B of the European Landscape Convention obliges the signatory parties to pay due attention to training and education: “*Each Party undertakes to promote:*

- a. training for specialists in landscape appraisal and operations;*
- b. multidisciplinary training programmes in landscape policy, protection, management and planning, for professionals in the private and public sectors and for associations concerned;*
- c. school and university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning.”*

The importance of landscape education is evident from the following observations:

1. Territorial (natural and artificial) rural and urban livelihoods and well-being are closely connected to the status and trends in landscape functions and values;
2. The current state of landscape diversity in Europe results from the combination of historical and on-going environmental and land use processes and cultural heritage;
3. As it assimilates economic, social, cultural and environmental processes in time and space, the European landscape is predominantly a multifunctional landscape. As such, it provides a crucial and effective space for integration of various functions for human wellbeing, including in the context of rural territories;
4. Temporary, semi-permanent and permanent migratory human movements and associated exchange of skills, knowledge and goods between town and countryside have in many cases shaped the local landscape diversity and still provide ample opportunities for its enhancement;
5. The involvement of local communities, and recognition of and respect for their cultural heritage, traditional knowledge, innovations and practices can assist in more effective management and governance of multifunctional landscapes, and contribute to their resilience and adaptability;

6. To better understand the dynamic interplay between the societal demands at the landscape level and its implications for livelihoods and well-being, there is need for enhanced interdisciplinary and transdisciplinary landscape research including its geographical and historical background;
7. Public awareness of the links between landscape character and political action that considers these links in policy and decision-making processes is needed to effectively implement international and national commitments dealing with environmental, social and economic sustainability and human well-being at different scales.

Basic principles of landscape education

Three basic principles are fundamental for higher education in landscape:

- A. *Transdisciplinarity*. To understand the transversal quality of knowledge, the indispensable disciplinary methods and instruments should be complemented with interdisciplinary and people based approaches in order to make clear this implicit relationship in landscape, and offer a new culture (education) for the protection, management and planning of the landscape.
- B. *Integration of deductive and normative approaches*. Based on a commitment to the ethics of conscience, participation, design, concept and aesthetics, there is an urgent need to enhance the best resources, taking on sustainable development models and encouraging a more democratic use of governance in landscape and urban planning.
- C. *Collective identity*. The cultural dimension of landscape should enable the coexistence of diverse cultures and creeds characteristic of contemporary society.

Landscape education programmes should refer to the paradoxal tendency of our societies which prefer measures to enhance visually appealing landscape over measures for ordinary or degraded landscapes, allowing them to function sustainably.

At this stage we must concede that landscape education is inherently complex in a way that does not depend on historical circumstances. A landscape represents beauty or the aesthetic (un) interest of a territory. But, at the same time and for that very reason, it also points out a characteristic – tangible or intangible – of that same territory which is likely to be assessed from a specific point of view. A landscape is a representation and at the same time the thing being represented (taking into account at all times that the thing being depicted is not the territory but a specific way of seeing it). This is why from the origins of the term there have been two basic possibilities of “making” landscape: either working on it “in situ” or altering the way in which it is perceived or regarded; that is, working on it “in visu”.

Basic requirements for Landscape Education

Basic requirements of landscape curricula in higher education are:

1. A joint comprehension among the teaching staff of the challenges of teaching landscape in an integrated way is a first prerequisite of properly addressing the challenges of future landscapes.
2. Landscape education should be based on proper observation of the natural and cultural landscape features in the field, and study of the perceived values. This should preferably be practiced in real-life examples of concrete landscape projects, including analysis, diagnosis, vision development, design and management guidelines.
3. Landscape education implies putting forward a perceptive, sensorial and existential interpretation of territory along with geographical, ecological and historic-cultural landscape analysis, and

synthesising the results of these approaches into a suitably managed project to protect, transform or manage it.

4. Landscape courses in higher education should start from the premise that the landscape is a basic element contributing to the sense of belonging, to people's identity. The pursuit of this identity concept allows identification of the competences to use the cultural dimension of the landscape as a key element in the construction of a collective vision of landscape futures.
5. Landscape education should enhance the requirements of sustainable development and ecological soundness, integrating abiotic, biotic and cultural functions for the sake of biological and cultural diversity, both in the rural and in the urban space, on the land and along the coasts.
6. The education in assessing "intangible" landscape values is crucial to define the identity of the landscape. The perception of these values plays a crucial role in emotions provoked by the landscape, both in personal commitment and in a multitude of cultural expressions
7. Landscape education should pay due attention to the notion of public space, and to the debate about landscape as a common good, accommodating both public and private ownership of the land. Methods and work forms should be promoted to create landscapes allowing a sense of "living together".

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